



My Celebrity Twin

By: Michelle Bouslog

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Pop Culture
Grades 3-5



Introduction

Is there a celebrity that you'd love to be mistaken for? Maybe you already have lots in common; shared interests, similar features, or same culture. In this lesson, students will choose a celebrity they'd like to twin with!

Learning Objectives

[W.3.3](#). Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Materials Needed

- Paper and pencil

Procedure

1. Ask students to recall some famous celebrities. Tell students that one celebrity you grew up learning about was Marion Jones-Thompson (or personalize to make your own). Tell students that you particularly liked this celebrity because she was a sprinter like you.
2. Tell students that today they are going to be writing about a celebrity or famous person they know of. But when choosing their celebrity, they should choose someone they think they are similar to. "This person may be similar in interests, in characteristics, or in their background."
3. Tell students that another reason you choose Marion Jones-Thompson is because she also was really into basketball and so are you! Try and model a few other ideas that are not sports related to meet the interests of your class dynamics.
4. Tell students they may use the classroom library or the app Epic to briefly research their chosen famous person or to get some ideas. Their writing should include three ways they are similar to the person and why.

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Evaluation

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	Proficient 7 Points	Emerging 4 Points	Beginning 1 Point
Topic	Student chose a celebrity and wrote 3 or more ways they are similar, describing in detail those ways.	Student chose a celebrity and wrote 2 ways they are similar, describing with some detail how they are similar.	Student chose a celebrity but did not use detailed examples or their writing was unclear.
Mechanics	Student used proper writing mechanics with 1 or fewer errors.	Student used proper writing mechanics with 3 or fewer errors.	Student did not use proper writing mechanics and had 3+ errors.
Completion	Student stayed on task and completed their assignment on time.	Student mostly stayed on task and completed their assignment on time.	Student was not on task and/or did not complete their assignment on time.